

Factors of Drop Out at Primary Schools Level: Case studies from the Islamic Republic of Pakistan

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*Dedicated to my sweet husband, Dr. Imtiaz Badshah, and lovely daughter, Sayyada Eshal
Imtiaz*

CHAPTER I: INTRODUCTION

1.1 Introduction:

The importance of education cannot be ignored in ever changing global circumstances. It is established fact that nations achieved their development due to their high quality education because the quality education ensures quality individuals. These individuals play their constructive roles in making better societies needed for healthy societies. Thus education is fundamental for every individual which are the basic units of societies playing vital role in development of countries.

Primary education has gained central importance in the lives of student for achieving further higher education. This is the initial gate way for enhancing the literacy rate in countries providing basis for social, political and economic development (Jan et.al, 2002).

Like other developing countries, Pakistan is facing challenges in improving the quality of education. However, the country has been facing low enrollment and high drop out of students at primary level (Malik, 2002) which is directly related with the literacy rate in the country. According to the report of Alif Ailaan (2014) 20.5 million children are not going to schools¹ Pakistan which is significant volume of population. Primary education is the basic education in Pakistan and students cannot go to higher level education without completing their primary education. Therefore, high enrollment in primary level may contribute for increasing literacy rate in the country. However, it is found that one boy out of 3 enrolled complete their primary education. Whereas one girl out of 5 enrolled girls complete their primary education in Pakistan (Malik, 2002). According to the USAID (2009) report 45 % enrolled students dropped out at their primary level. Thus, 33 percent boys and 20 percent

¹ http://www.bbc.co.uk/urdu/pakistan/2014/10/141021_alam_ilan_edu_report_pakistan_rk retrieved on 21.10.2014.

girls complete their primary education. This showed that 77 percent boys and 80 enrolled girls drop out before completing their primary education in Pakistan. These figures indicate low level literacy rate in both genders especially the females constituting 50 percent of the population of the country. Hence, in order to achieve the increased literacy rate in the country, the governments need to enhance the enrollment and retention of both sexes at primary level education.

1.2 Background of Research Statement

Pakistan has achieved substantial progress in raising literacy level since independence 1947 (Bilquees and Saqib, 2004). However, the country is striving against the low enrollment and high drop out at primary level education. In 1990s government started Social Action Plan for increasing enrollment of students and decreasing drop out of student which could not get desired objectives (Bilquees and Saqib, 2004). They are argued that “The resources spent on dropouts are an “educational wastage”, because the limited literacy and numeracy skills acquired at less than primary level are lost by the drop outs” (p.1). Such high level drop outs may lead complete illiteracy. The governments are also spending resources to motivate students and their parents to increase and sustain students’ enrollment at primary level. However, it seems that these programs have limited results as these programs may not be very integrated through proper educational policy. Such incentive programs include (not limited to), governments started programs to providing free books, programs providing food to students in schools and some cash money each month to every students.

Moreover, it seems that students are promoted to next higher classes without examination because the teachers are attending schools in rural areas. The quality of teachers may also be the reason for the drop out of students as in rural areas as one teacher is teaching to all levels of classes in rural areas which they may not have expertise. In such areas the teachers are also

teaching all types of courses which may not be their specialization. Beside the institutional weaknesses, it seems that economic conditions of household and socio-economic factors may also hinder in attaining the increased primary level education.

Students may leave at any level during their education in Pakistan. This study is aimed at to determine and analyze the factors leading to the drop out of students at primary level. This leads to the following research question:

What are the factors helping or hindering the enrollment and drop out of students at primary level education in Pakistan?

1.3 Focus and uniqueness of the Study

This study is aimed to identify the factors helping or hindering the high enrollment and dropout of girls and boys at primary level. Pakistan is facing low literacy rate of 57%. Low enrollment and high dropout at primary level are main reasons behind such low literacy rate.

This study is unique in its own as it compares two cases (discuss in forthcoming chapters in detail). One case represents the traditional society (District Lakki Marwat) of Pakistan while the second case is chosen from the developed society (District Rawalpindi) of the country. This helps to compare these extreme cases which helped to provide details analysis of the factors helping or hindering the enrollment or drop out at primary level. Moreover, the study provides comparative analysis of both sexes in the selected cases.

1.4 Objectives of the Study

Broadly, this study is aimed to identify factors affecting boys' and girls' enrollment and dropout at primary level" in selected districts. The study has the following sub objectives.

- To provide understanding to the selected cases
- To identify factors affected students education at primary level
- To analyze the factors and provide a comparative picture

1.5 Significance of the study

This study is both empirically and theoretically significant. This study provided detail description of both contexts and come up with theoretical contribution. Empirically this study is significant because such extreme cases had not studied in earlier literature. Theoretically, it contributed some new insights to the available literature on dropout and enrollment of students in Pakistan.

1.6 Structure of the study (this section will be updated by the end of study)

The study has been divided into six chapters. The chapter one is about the introduction of the study including background of the study and research questions, focus and uniqueness of the study, objectives of the study and significance of the study. Chapter two provides an overview of the literature review and theoretical framework of the study. Chapter three comprised the methodological and philosophical discussion of the study. Chapter four introduces the cases, including introduction to the Islamic Republic of Pakistan as larger context. Chapter five present analysis and discussion of the factors effecting children enrolment and drop out whereas chapter six provides findings and recommendations.

Summary of the chapter

In this chapter we learned about the introduction of the study the introduction of the study including background of the study and research questions, focus and uniqueness of the study, objectives of the study and significance of the study.

CHAPTER II: Literature review and Theoretical Framework

Introduction

This chapter presents literature review and theoretical framework of the study. The chapter is comprised of five sections. Section 2.1 provides an overview of the literature review. Section 2.2 contains few selected definitions of dropout. Section 2.3 gives an overview of the causes of drop out of children from schools. Section 2.4 is about the assessment of the literature whereas at the end, section 2.5, summary of the chapter is given.

2.1 Literature review

High drop out of students at primary level education has attracted the attention of researcher and academics in developing countries. The findings of studies vary depending on societies situations. These researchers also differentiated between rural and urban polity, gender biases, and even school distance. This section shed light on literature published by researcher.

Chaurd and Mingat (1996) studied dropout of students in two provinces (Punjab and NWFP). They argued that the drop out of students is low in private school then public schools. Their study also indicate that students drop out is lower in schools offering classes in evening (double shifts). Those schools offering double shift provide flexibility to parents to send their children to school because children are helping their poor parent in earning also. Thus students are able to attain schools as well as help parents earning their earnings. Moreover, the drop out is higher in single gender female schools than single gender male schools. Kemal and Maqsood (2000) studied the drop out of students in rural and urban areas. They argued that the harsh treatment of the students helped in increasing the retention of students in rural areas whereas such harsh treatment was not accepted in the urban areas.

Holmes (2003) investigated the factors helping students in completing their primary level school. She found that female receive less education than males. Holmes (2003) argued that the girls are unable to complete their primary education because of their economic and socio-cultural constraints. The girls are getting married in their earlier stages of their lives in rural areas because it is perceived that sending girls to schools bring fewer benefits to their parents (World Bank, 1989).

It is argued that socio-cultural factors hinder girls to attend mixed school and schools at distance also obstructs girls to attend school (Alderman et al., (1996). They are of the view that the literacy gap between male and female can be reduced by 40 % in rural areas through eliminating the gender gaps. However, Holme (2003) said that the distance of schools for primary education was not significant factor for the drop out of children. Moreover, she argued that the distance of school is important factor influencing the continuation of studies at middle level for girls than boys. Sathar and Llyod (1994) also are of the opinion that the school distance more than 1 Kilometer had a positive and significant impact on the continuation of girls in rural areas. The girls' attendance at primary level can be increased by 16 percent in rural areas if the schools are easily accessible for the girls (Swada dn Lokshin, 2001).

2.2 Definitions of Dropout

Various researchers defined the phenomenon of 'drop out' differently. According to Jamil et.al, (2010) drop out is *"a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted"*. This is quite broad definition and includes all those students discontinuing their studies without completing their studies for any reason other than the death of the student. This definition includes students at all levels of studies. This also covers those students who are expelled by the education institution due to

their week performance or failure in studies. Some of the students discontinue studies due to their illness, may also be included in the above definition of drop out.

According to Malik (2002) drop out can be defined as, *a student who left school before completing a course of study*. This definition does not cover any complexity of the phenomenon and has not clear in substance. This is much generalized definition covering all students quitting their schools prior completing their courses.

Umoh (1986) define dropout as, *“student who left school before the completion of the program for which they are enrolled, for unseen reasons”*. This is a flexible definition covering all those students leaving their planned study program for any reason before completion. Hence, this definition of drop out a quite comprehensive definition and focused. The UNICEF and Government of Pakistan (2000) did joint study and they define drop out as *withdrawal of children from school at any stage before completion of primary education*”. they further explain that drop out is a *“terminology used for the student who left his/her education incomplete, before the completion of the specific program/level of education for which he/she was enrolled in the school, for any reason, and he/she is no more enrolled in the same level or in any equivalent qualification”*.

2.3 Causes of enrolment and dropout

Children may drop out from school due to many reasons and studies listed these reasons in country specific contexts based on their social, political, cultural and economic circumstances. Joubish & Khurram (2011) putted forward that illiteracy, poverty, low level of motivation, lack of understanding, child labor, corporal punishment, teacher behavior and the school environment are such factors that contributing to the dropout at primary level. This study covered factors affecting the drop out of boys and ignored girls drop out factors. This means

that the factors affecting the drop out of girls' studies and causing drop out may vary from the factors affecting boys drop out at primary level. Farooq (2010) studied the drop out factors. He listed a number of factors causing the drop out of student. Some of these factors, Faqooq (2010) mentioned, included repeated failure of students, poverty as students cannot afford to go to schools, lack of interest in studies as students cannot seek admission in their favorable subjects, the low quality of teachers and teacher behavior with students, and sever physical and mental punishment in schools. However, this study was about the drop out of boys and girls were not included in this study.

Studies indicated that poverty is one of the main factors for the drop out of students at primary level in rural areas (Jamil et.al, 2010). Jamil et al., (2010) described other factors for drop out of students including distance of schools, bulky families, overcrowded classrooms, corporal punishment and grade retention. According to Hidayya Foundation (2005), 10 percent of the total enrolled girls are promoted to high school during an academic year. Such low sustention of girls is a serious challenge for the authorities working for the increased level of girl's literacy and the decision makers. Girls' enrollment is very low and the phenomenon of drop out is further deteriorating the literacy rate of girls. One of the factors that adding to the drop out of students at primary level is the work burden which children are sharing with their parents at home (Malik, 2002). On one hand, boys are preferred as a source of income and schools going boys are considered liability as providing education to children bring financial burden to parents. On the other hand, in traditional societies, girls are preferred to remain at homes as there school going girls are perceived as threat to honor for their parents. Moreover, girls education may bring more expenses to their parents as parents have to arrange pick and drop facility also for their daughters.

Sterns and Glennie (2006) studied public schools in North Carolina and argued that academic failure, disciplinary problems, employment opportunities, populated families, marriages, pregnancy reasons and caring children are factors which contribute to high school drop out of girls and boys. This shows that various societies have different social issues resulting from the drop out of children from the schools. As in the study of Sterns and Glennie (2006), pregnancy, marriages and child caring responsibilities causing drop out of females from schools. Moreover, students' ethnic background, minimum opportunities after education, climate of schools and parents' perception towards education are also influencing the enrollment and drop out of children from schools (Chistle et.al, (2007).

Debbie and Jennifer (2004) conducted a study in the University of Texas at Austin on High School dropouts. They identified factors for the drop out including income of the household, social and emotional factors, race and ethnicity, socioeconomic status, stress for achieving better grades and institutional factors.

According to a study of UNESCO and Center for Development Research, Bangladesh (CDRB) (2002), the girls' students are dropped out from school for two main reasons namely severe poverty and the early marriages. In this study poverty is one of the most crucial factor of dropout from school in Bangladesh. Similarly, the early marriages of students are also the major reason for the drop out of students. The phenomenon of the early marriage is further linked with the cultural factors. These factors may also add to the drop out students from the schools in Pakistan as the context of Pakistan and Bangladesh indicate similarities.

The perception of parents about education may also be important for the enrollment and drop out students from the schools. It is argued that educated parents are more inclined to send their children to schools than those parents who are illiterate (Holmes, 2003). The author is of the view that if parents are illiterate then their children are more prone to be dropped out from

school. However, it may possible that in some cases illiterate parents may send their children to schools because they may not want their children to remain illiterate. Such parents may want their children to get better education and find good jobs.

Kukreti and Saxena (2004) stated in his study that was conducted in Rajhistan, India that poverty, teaching method, interest in study, illiterate parents and early marriages increase dropout. In this study mainly “early marriages” is directly related to the girls’ dropout which varies from society to society. It is not the only factor which aggravate girls’ dropout.

Nidhi et.al, (2007) has also found the same reason as were stated by the other researchers that parents economic status and their education play a vital role in the education of their children while on the other hand if they are not educated and their economic status is poor, their children will be more exposed to dropout and there will be a greater chance of gender discrimination.

Alderman et.al, (1996) pointed out that cultural values of the society don’t allow girls to join co-education school at high and middle levels. Our government is already spending less on education i.e. less than 2.1 % Of the GDP. It is difficult in this situation to develop more separate girls’ schools.

According to SPARC (2008), working on Child Rights, has claimed that 35000 pupils dropped out from school each year due to corporal punishment. It also claimed that child abuses are increasing dropout at primary and secondary level. And also the number of street children increases because of the dropouts. Today, more than 70,000 street children are present in Pakistan.

Sherman and Sherman (1990) found small class and program size, low pupil-teacher ratios, program autonomy, and a supportive school environment associated with successful dropout

prevention. Platero et.al, (1986) reported that the main cause of dropout was traveling long distances to get to school. Deyhle (1989) stated that teachers did not care about the students or help them in school which cause high dropout ratio. He suggested that teachers also need to use interactive teaching strategies to develop positive relationships with their students. Studies of Coburn and Nelson (1989) clearly showed that the problem of dropout could be overcome with supportive teachers.

In Pakistan dropout rate of girls is higher than the boys. Most of the Pakistani population is inhabited in the rural areas. Where especially girls are facing lots of problem, somewhere cultural restrictions and somewhere schools are far away. Especially at secondary level they are facing severe problems. And on average they cover a distance of 10 to 15 km. Which is far away and their parent can't afford it and pulled them out of the school (Stephen, 2007).

2.4 Assessment of the Literature

While reviewing the definitions of the other academia, dropout can be comprehensively defined as *It is a terminology used for the student who left his/her education incomplete, before the completion of the specific program/level of education for which he/she was enrolled in the school, for any reason, and he/she is no more enrolled in the same level or in any equivalent qualification.* It may be any of the following reason.

By Summing up the literature under review, we will find that most of the factors are common specially in case of the economic status of a student i.e. if he belongs to a rich family then he is likely to complete his education and if he belongs to a poor family, he will be much more prone to dropout from the school and join some economic activity in order to earn bread for himself and his family members. In most of the studies in case of girls' dropout, socio-cultural factor is commonly surfaced out, but, it is not same everywhere, it changes from area to area.

Some suggested that Parents' education and awareness play a vital role in the education of their children if they are educated their children will happily continue their education. Otherwise, they will be more prone to be dropped out, specifically, the females of the family.

The literature review confirmed Poverty, Social and cultural limitations, Lack of Educational Awareness in Parents, Poor Education Culture in the Society, Lack of Qualified and Trained Teachers, Poor Teaching Methods, Negative Behaviors of the Teachers, Lack of Understanding Powers, Lack of Student's interest in studies, Continuous failure, Difficult Syllabus, Difficult Medium of Instruction, Corporal Punishment, Sexual Harassment, Overcrowded Classrooms, Unavailability of Schools, Distant Schools, Lack of basic facilities (Water, Electricity, Latrine etc.), Unavailability of Conveyance (Taanga, Cycle, Raksha etc.), Future Uncertainty (No Job Surety), Poor Practical Applications of Education, Massively Populated

Families, Early Marriages, Domestic Work Burden, Ethnic Difference, Family Enmities and Threat from extremist elements as potential factor behind dropout.

Some of the above factors were not clearly stated in the studies, but as per the researcher understanding after an extensive study on the matter are surfaced out. Dropout factors' Results and Recommendations are discussed in the later chapters.

2.5 Summary of the chapter

This chapter we talked about the literature review and theoretical framework of the study. The chapter provided an overview of the literature review. It also introduced us with few selected definitions of dropout. Theoretically, in this chapter, we learned about the causes of drop out of children from schools and we also assessed the literature about the enrolment and drop out of children from schools.

Chapter III: Methodological Choices of the Study

Introduction

This chapter is about the methodological choices of the study. The chapter comprised of seven sections. Section 3.1 is about the philosophical issues of the study. Section 3.2 comprises the discussion of the positivist and social constructionism and argues how social constructionism is appropriate for this study. Section 3.3 contains social constructionism critique of positivist criteria. Section 3.4 is about the achieving credibility, transferability and dependability of study through using social constructionism paradigm. Section 3.5 is about the research design. Section 3.6 comprised on data analysis whereas the summary of the chapter is provided at the end of the chapter, section 3.7

3.1 Philosophical Issues of the Study

The issues of connecting data and theory have been debated for centuries because failure to give understanding to the philosophical issues can gravely affect the quality of research (Yin 2009). The understanding of the philosophical issues is, therefore, of central importance to the phenomenon of drop out students from schools at primary level in Pakistan. In this section shed light on the main philosophical positions that relate to the proposed research and try to answer the question, how can philosophical factors affect the quality of proposed research?

The relevance of the philosophical discussion in the proposed project is twofold. First, it helped researcher to clarify research design that employed to investigate the proposed issue and answer the basic questions of the study. Second, the knowledge of philosophy helped researcher to recognize which research designs will work and which will not to investigate about the phenomenon of drop out in Pakistan. In other words, it provided me with knowledge to make decision and choose specific research design (Easterby-Smith, Thorpe et al. 2002). According to Hopper and Powell (1985) any kind of research can be based on certain fundamental philosophical and theoretical assumptions, and there is no such thing as totally

objective or value free investigation. Therefore, the researchers should recognize and assess every piece of research, and should ensure that these are consistent with their personal beliefs. They need to assess and analyze their own values and beliefs about the nature of society and the social sciences.

Hopper and Powell (1985) further discussed 'objective-subjective' dimensions of reality, one end emphasizing the objective nature of reality, knowledge and human behavior while the other end has stressed about their subjective aspects. The reasons for selecting social constructionism paradigm for this particulate research is to give a deeper understanding to the drop out of students from primary schools in Pakistan are discussed below.

3.2 Positivism versus social constructionism

The two contrasting views of how social science research could be conducted are positivism and social constructionism (Easterby-Smith, Thorpe et al. 2002). These two views have different ontological and epistemological assumptions about reality. Ontology is a basic assumption about the nature of reality. Epistemology deals with what is accepted as valid knowledge. It is the general set of assumptions concerning the best way of inquiry into the nature of the world.

There is general consensus among positivism and social constructionism researchers to critically evaluate research through certain criteria. The concepts of reliability, validity and generalizability provide a basic framework for evaluating traditional positivist/quantitative research. The social constructionism researchers require the criteria of credibility, transferability, dependability and conformability for evaluating the quality of research; which is somehow linked with the criteria of internal validity, external validity, reliability and objectivity used in conventional quantitative inquiry. These two approaches are discussed in detail in the following pages:

3.2.1 Positivistic Paradigm

The positivistic paradigm assumes that the social world exists externally, and its properties should be measured through objective methods rather than being inferred subjectively through sensation, reflection or intuition. Traditionally, social scientists have been warned to stay away from those they study in order to maintain objectivity. Objectivity is essential for all good research suggest a naive and inhuman version of vulgar positivism. “Without it, the only reason the reader of the research might have for accepting the conclusions of the investigator would be an authoritarian respect for the person of the author” (Patton 2002, p.93-94). The positivists are, therefore, trying to delimit and fragment reality into objective, measurable categories that can be employed to wider similar circumstances (Winter 2000, Golafshani 2003) to enhance reliability and validity. According to Winter (2000) reliability and validity are of central importance in positivist paradigm.

Crocker and Algina (1986) highlighted a problem with the test-retest method which can make an instrument, to a certain degree, unreliable. The author contends that test-retest method may sensitize the respondent to the subject matter, and hence influence the responses elicited. The author further argues that it is difficult to ascertain that there was no change in extraneous influences such as an attitude change that has taken place. This may result in a difference in the responses provided. Likewise, Crocker and Algina (1986) contend that when a study participant responds to a set of test items, the score obtained represents only a limited sample of behaviour. As a consequence, the scores may change due to some characteristic of the respondent, which may in turn lead to errors of measurement. Errors of this kind may reduce the accuracy and consistency of the instrument and the test scores.

The researcher may improve the research instrument through repeatability and enhance its internal consistency, and, therefore reliability. However, during that process the investigator

may revise or delete the questionnaire items to improve the reliability but this is likely to affect the validity of the instrument.

Wainer and Braun (1988) note that quantitative researchers, usually through the application of a test, actively cause or affect the interplay between construct and data in order to validate their investigation. This way, the involvement of a researcher in the research process might significantly reduce the validity of a test. Additionally, an important part of all research results are based on argumentation and interpretation, which may somehow affect the concept of validity.

3.2.2 Social Constructionism

Social constructionism paradigms see people as social beings who actively interpret the world, and their experiences in this world. It stems from the view that ‘reality’ is not objective and exterior, but is socially constructed, subjective and given meaning by people (Easterby-Smith, Thorpe et al. 2002). The behavior can be studied and understood through the interpretations of events and experiences of people in their wider social context. Therefore, it is necessary to study the background working behind the drop out in Pakistan, because only a unique understanding of the reasons can help to give an appropriate understanding of the phenomenon (Remenyi, Williams et al. 1998). The researcher is seen to be a part of the reality, and science is driven by human interest. Therefore, the selection of this research topic is also motivated by researcher’s interests to underpin the drop out related dynamics in Pakistan because of the prior understanding of the context of Pakistan as a Pakistani.

The social constructivists claim that the social world becomes meaningful through language and social activity. They also claim that the social world is created ("constructed") by human beings. For example the “Indian caste system” is, therefore, not natural like the lion or the elephant (or oxygen). It is socially established by humans. The same is true about all social

systems including the phenomenon of drop out of children from schools in Pakistan. They have not fallen down from heaven. The phenomenon of drop out is developed within the context of Pakistan over the history like we are born into "caste systems"; they exist "before" us - in a very objective way. Nonetheless, they are shaped and organized throughout history by human beings².

3.2.3 Social Constructionism criteria of research evaluation

For social constructionism researcher, the most important evaluatory test of any research investigation is its quality. A study based on social constructionism/ Interpretivist view of evaluation helps to understand a particular situation that otherwise is likely to remain enigmatic or confusing (Eisner 1998). Interpretivist researchers use the terms credibility, consistency or sometimes dependability as substitutes of the positivist concept of reliability (Clonts 1992). Lincoln and Guba (1985) use the term dependability in interpretivist inquiry, which closely matches to the notion of reliability used in quantitative paradigm. They argue that through the use of inquiry audit, the dependability of research may considerably be enhanced. Campbell (1997) contends that for achieving consistency of data, the steps of the research need to be verified through examination of certain items like raw data, data reduction products, and process notes.

For ensuring reliability and validity in interpretative research, examining trustworthiness is important and according to Lincoln and Guba (1985), achieving trustworthiness of a research lies at the heart of traditional ideas of validity and reliability. The authors (Lincoln and Guba 1985, Lincoln and Denzin 2008) further argue that the idea of discovering truth through traditional concepts of reliability and validity can better be substituted by the idea of trustworthiness, which stands for defensible findings in which confidence can be established.

² Comments from Professor Nils Gilje, Center for the Study of Sciences and the Humanities, University of Bergen (Uib)

3.3 Social Constructionism critique of positivist criteria

The concepts of reliability, validity and generalizability are viewed differently by social constructionism researchers who contend that the concepts popular with positivist approach are inadequate. For interpretetivist approach of inquiry, the question of replicability in the results is not a matter of concern, rather precision, credibility, and transferability serve as the vantage points for evaluating the findings of a particular research project (Glesne 1999). The purpose of this project is to give an understanding to drop out of students in Pakistan therefore, generalization of the findings is of secondary importance while precision, credibility, and quality research are of primary consideration.

Interpretetivists argue that situations can never be exactly replicated in other contexts as societies vary significantly from each other. For them, what emerges in an interview is largely dependent on the researcher's approach and the specific interviewer-informant relationship and context. They take the position that a different researcher, or even the same researcher, trying to capture information from the same informant at a different time or place would not necessarily elicit exactly the same response.

The interpretetivist research is skeptical of the traditional concept of validity which rests upon the premise that the phenomenon being investigated possesses reality in an objective sense. These researchers in general view the positivist concept of validity as erroneous and argue that it is inappropriate to assume the existence of one indisputable reality to which all findings must respond. Regarding generalizability, the interpretetivist researchers argue that it is difficult to generalize findings from a specified sample to the wider population; rather findings can have the ability to be transferred and may have meaning or relevance if applied to other individuals, contexts and situations. Thus, this project is aimed at the richness and depth of data to give understanding to the practices of drop out of children in Pakistan instead of universal applicability of findings.

3.4 Achieving credibility, transferability and dependability

Golafashani (2003) argues that by enhancing the trustworthiness more credible and defensible results may be produced which in turn lead to transferability of research findings. They argue that continuous refinement of the sampling and data collection techniques throughout the data collection process increase the credibility, trustworthiness and quality of research. The quality of a research in turn is related to the transferability of the research findings.

Lincoln and Guba, (1985) argue that triangulation is an important strategy for improving the credibility and trustworthiness of research findings. Similarly, Mathison (1988) notes that triangulation is important in order to control bias and establishing credible propositions and argue that traditional positivist techniques are incompatible with this alternate epistemology. Patton (2002) elaborates triangulation as use of several kinds of methods or data, which may strength a research study. Creswell (2003) contends that triangulation helps using different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. Likewise, Golafashani (2003) argues that reality is always changing and remaining in contact with one strategy in the ever changing world is not meaningful. Therefore, to capture multiple and diverse realities, multiple methods of searching or gathering data are highly important. Therefore, data from multiple sources will enhance the overall quality and triangulation technique will provide trustworthiness to the research findings of the proposed project.

3.5 Research Design

In scientific research, research design is one of the foremost important parts. The validity and reliability of research findings depend upon the methodology being applied for the data collection and data analysis. It links empirical data to the research problem(s) by which conclusions and recommendations are made (Yin 2003, 2009). Research methodology can mainly be differentiated into three different forms i.e. the quantitative approach, the

qualitative approach and the mixed method approach (Creswell 2003). The intention and philosophical paradigm of this study favor qualitative method, discussed below, to provide an understanding to the drop out of student in Pakistan.

3.5.1. Qualitative Approach

In qualitative research design, I used different knowledge claims, strategies of investigations, methods of data collection and analysis to link “theoretical categories (concepts) with empirical research” (Bryman 1989, p.34). It enabled researcher to understand the practices of drop out through looking directly at people's words (languages), actions and records. Qualitative design examines the patterns of meaning from the data and these are often presented in the informant’s own words (Creswell 2003). Patton (1987) suggests that qualitative methods offer a much broader and more holistic perspective of research than quantitative methods. In addition to this, qualitative approach helped me to understand the phenomenon of drop out of children from primary schools from the informant’s perspective.

My study about drop out of students in Pakistan is descriptive as well as exploratory in nature because of the research questions which can be best answered from the critical and analytical views of the informants. Besides these, the use wider literature guided this study through incorporating various perspectives on drop out using qualitative research design. Therefore, qualitative method seems appropriate for this kind of study, I am pursuing.

This qualitative research design may be problematic because of having a limited sample (Yin 2003) as this research included 30 detail interviews. However, the proposed study tends to understand the phenomenon of drop out to which few people are well conversant, therefore, the intended research is contingent on the qualitative design to meet its objectives. In order to achieve this objective, well conversant parents, experienced teachers and administrators who experienced the phenomenon of drop out are included in the informants list. Investigations about the drop out of student at primary level schools in Pakistan may involve a plethora of

variables. The relationship between the variables may best be explored through descriptions from the informants. Another basic reason for my choice about doing a qualitative study is that the problem to be addressed in the proposed study is socially constructed (ontology) and taking into account the relevant issues discussed in relation to the existing paradigms in social research, the qualitative study approach is considered to be the best suitable option.

This helped me to employ flexible research design as Marshal and Rossman (1999) also recommend the use of a flexible design that could allow for exploration of informal organizational processes. The detailed discussion with informants provided deep understanding to the practices of drop out. These discussion with informants are used through direct quotation and careful description, which Patton (1987) putted as one of the essential tools for the qualitative researchers. Marshal and Rossman (1999, p.46) support the use of qualitative methods which depend on the “context, setting and subjects’ frame of reference”. In this study, how drop out of students is associated with different social class in Pakistan?, and does context matter to the application of drop out practices? are reported through face to face interviews. Moreover, the quantitative approaches assume that the same set of causes produce the same result, irrespective of context while this investigation is concerned with establishing a link between the phenomenon and its real life context. Therefore, I opted for ‘case study strategy’ to study the phenomenon of drop out of children from primary schools in Pakistan.

Qualitative research tended to focus on one or small number of cases, to use intensive interviews or in depth analysis of historical materials, to be discursive in method and to be concerned with a rounded or comprehensive account of some event or unit (King, Keohane et al. 1994). I prefer to a case study strategy for its in-depth multifaceted investigation, and using a qualitative research method to examine social phenomenon of drop out in Pakistan.

I selected case study for its holistic nature. In my opinion, case study method is more appropriate to understand what really happens when drop out is practiced and the legal laws passed on to the implementation stage fails to produce the intended outcomes. Why are children hindered to go to schools? to link facts and concepts, reality and hypothesis (Wieviorka 1992), a case study strategy seems more suitable and relevant for this particular research. One important reason for adopting a case study method is that this method enabled me to use multiple sources and methods of data collection to give in dept understanding phenomenon of drop out of students in Pakistan. Case studies that use multiple source of evidence in data collection is usually rated high in terms of overall quality compared to those relied on single source of evidence (Yin 2003).

3.6. Data Analysis

The given objectives of a research study envisage the sort of data to be looked for (Silverman 2005). The data analysis is the process of bringing order, structure and meaning to the mass collected data (Marshall and Rossman 1999). This involves the processes of data organization, themes and meanings development from the data and report writing. In the proposed study, at the data analysis stage, data is sorted and reduced into categories, identifiable patterns and themes guided by theoretical perspectives. The recorded interviews are transcribed and other qualitative of data (archival records, field notes, personal observations notes, newspapers reports, and documents) are read and re-read in order to summarize it for easy understanding and interpretation. Therefore, during field work and soon after, I thoroughly read all the data; edit it according to the nature of the study. I collected initial documentary data (some reports and some informal interviews) in March-April 2014. Various governments and NGOs websites are searched for documentary data. Reading all these documents helped me in formulating an interview guide (see in appendix) for detailed interview. Later stage of data collection in July 2014, in total, 30 interviews and

comprehensive documentary data is collected. This enabled researcher to properly reflect on data, moving deeper to understand and represent the data, and sketching the larger meaning and interpretation of collected data (Creswell 2003) which ensured reliability and validity in findings of the study.

Reliability and validity are very important notions in main stream accounting research. This study is aimed at achieving satisfactory validity and reliability in one way or another. However, the validity and reliability of qualitative research is often questioned (Lukka and Kasanen 1995, Kouritzin, Piquemal et al. 2009). Reliability concerns the extent to which evidence is independent from the researcher, whereas validity concerns the extent to which the study provides a true picture of reality (Ryan, Scapens et al. 1992, Easterby-Smith, Thorpe et al. 2002). Scapens (2008) argues that reliability and validity are inappropriate and meaningless notions in most case study research. Instead of these two terms, procedural reliability (Scapens 2008) and contextual validity (Lukka and Kasanen 1995, Scapens 2008) can, on the other hand, be discussed in such research.

Procedural reliability is associated with the appropriateness and reliability of research methods and procedures (Scapens 2008). In the initial stage of this study, I searched in Pakistani online archives and collected the documents published by international institutions and NGOs to understand the social phenomenon of drop out of students in Pakistan. After reading these documents and presenting these data, the researcher went to do comprehensive field work to collect more documents and detailed interviews.

This process brought conciseness in interview guides by including specific questions concerned with the practices of drop out in Pakistan. In this way, I attempted to maintain procedural reliability. Findings of case study research are in principle reliable when others can examine what has been done (Scapens 2008).

In general, two types of validity are discussed: internal and external validity. Whilst external validity relates to generalizable findings, internal validity concerns the use of appropriate control within the study (Easterby-Smith, Thorpe et al. 2002, Scapens 2008). In case study research, internal validity is replaced with the concept of contextual validity (Scapens 2008). This notion refers to the credibility of the evidence and the conclusions derived. I collected data from different sources, using interviews (both formal and informal), documents, and field notes. The interviews conducted with parents, administrators and teachers from different social classes. This enabled me to triangulate the data and assure the credibility of the data.

3.7 Summary of the chapter

This was about the methodological choices of the study. The chapter introduced us to the philosophical issues of the study. It contained the discussion of the positivist and social constructionism and argues how interpretivist paradigm is appropriate for this study. The chapter also provided social constructionism critique of positivist criteria. It introduced about the achieving credibility, transferability and dependability of study through using social constructionism paradigm. The chapter also contained discussion about the research design and data analysis.

Chapter IV: Presentation of the Selected Cases

Introduction:

This chapter comprised of the description context of the study and the selected cases studies. The chapter is comprised of four sections. Section 4.1 introduces the larger context of the study e.g. the Islamic Republic of Pakistan. Section 2.4 contains discussion about the primary education in Pakistan. Section 4.3 introduces the selected case studies e.g. district Lakki Marwat and district Rawalpindi. The summary of the chapter is given at the end of the chapter, in section 4.4

4.1 Introduction to Pakistan

Pakistan is located in South Asia and was a colony under The British Empire during the period 1757-1947. The British left the Indian sub-continent in 1947 and Pakistan became an independent state on August 14th 1947. After independence, Pakistan passed the Government of India Act 1935 and The Independence Act 1947 thus providing an interim constitution for the country. Until 1971, Pakistan consisted of two parts, namely West Pakistan and East Pakistan. These parts were separated by 1000 miles of Indian territory. In December 1971, East Pakistan became an independent country called Bangladesh. Pakistan stretches over, after separation of Bangladesh, an area of 796,095 sq kms. It has four provinces namely Baluchistan, Khyber Pakhtunkhwa³ (one case of the study is selected from this province), Punjab (second case of the study is selected from this province), and Sindh. There is one territory namely Federally Administered Tribal Areas (FATA), and one capital territory i.e. Islamabad (Government of Pakistan, 1973). Pakistan shares geographical borders with four neighbouring countries: China in the north, The Islamic Republic of Iran in the west, India in

³ Khyber Pakhtunkhwa-Previously known as The North-West Frontier Province (NWFP) which is renamed as Khyber Pakhtunkhwa by the amending 1973 constitution in April, 2010 through a constitutional package.

the east, and Afghanistan in the northwest. The Arabian Sea connecting Pakistan to the Gulf countries is located in the south (see FIGURE 4.1). Studies indicate (Nobes, 1998) that geographical location have relationship with social development including literacy rate. The relationship with neighbor countries may affect education sector especially after hostile relations with India. India and Pakistan have fought four wars over the disputed area of Kashmir. This dispute has been awaiting a political solution since 1947.

FIGURE 4.1: THE GEOGRAPHICAL LOCATION OF PAKISTAN



Source: Google maps

Pakistan is a multi-culture and multi-religion society. For example, each province has one major spoken language (namely Balochi, Pashto, Punjabi, Sindhi). These provincial languages are completely different from each other as well as from the national language (Urdu) of the country. The government document (Government of Pakistan, 1998) indicated that Muslims constitute the majority of the population (96.28 per cent) and minorities include Christian (1.59 per cent), Hindus (1.60 per cent), Qadiani (also called Ahmadi 0.22 per cent), Scheduled

castes (0.25 per cent) and others (0.07 per cent). The population of Pakistan (about 132 million in 1998) has grown alarmingly at an average of 2.8% annually since independence. However, a population census has not been conducted since 1998; hence, it is estimated that the population of Pakistan is 183 million in July 2013⁴. The majority of the population live in rural areas, and agriculture is the main source of income. However, due to increasing industrialization and low development of agriculture, people are migrating from rural to urban areas to seek better jobs and avail themselves of modern education opportunities. The rural population was 71.7% in 1981 declining to 67.5% in 1998. This population shift from rural to urban areas has exerted tremendous pressure on the urban infrastructure and the cities have been growing at an alarming rate. The gross domestic product (GDP) of Pakistan has grown at an average of 4-8% during the period 2004-2012 but the GDP growth has remained significantly less than the growth rate of the population in the time periods 1970–71, 1992–93, and 1996–1997, 2000-2001 and 2008-2009 (See TABLE 4.1). The growth rate was 4.36 per cent during the fiscal year 2011-12 (Government of Pakistan, 2011).

TABLE 4.1: GROWTH RATE OF PAKISTAN OVER HISTORY

Year	Growth rate	Year	Growth rate	Year	Growth rate	Year	Growth rate
1951-52	-1.80	1966-67	3.08	1981-82	7.56	1996-97	1.70
1952-53	1.72	1967-68	6.79	1982-83	6.79	1997-98	3.49
1953-54	10.22	1968-69	6.49	1983-84	3.97	1998-99	4.18
1954-55	2.03	1969-70	9.79	1984-85	8.71	1999-00	3.91
1955-56	3.53	1970-71	1.23	1985-86	6.36	2000-01	1.96
1956-57	2.98	1971-72	2.32	1986-87	5.81	2001-02	3.11
1957-58	2.54	1972-73	6.80	1987-88	6.44	2002-03	4.73
1958-59	5.47	1973-74	7.45	1988-89	4.81	2003-04	7.48
1959-60	0.88	1974-75	3.88	1989-90	4.59	2004-05	8.96

⁴ <http://www.census.gov.pk/> retrieved on 18.06.2013

1960-61	4.89	1975-76	3.25	1990-91	5.42	2005-06	5.82
1961-62	6.01	1976-77	2.84	1991-92	7.57	2006-07	5.54
1962-63	7.19	1977-78	7.73	1992-93	2.10	2007-08	4.99
1963-64	6.48	1978-79	5.53	1993-94	4.37	2008-09	0.36
1964-65	9.38	1979-80	7.33	1994-95	5.06	2009-10	2.58
1965-66	7.56	1980-81	6.40	1995-96	6.60	2010-11	3.66
						2011-12	4.36

Source: Federal Bureau of Statistics of The Government of Pakistan

Agriculture is the main source of income for the majority of population living in rural areas. According to Ashraf and Ghani (2005), agriculture provides employment for 44% of the work force and has a 25 per cent share of the country's GDP. The manufacturing industry is the second largest sector, contributing about 17% to GDP. Leather, rubber and plastics, paper, chemicals, and textiles are the most important industrial products. Cotton and the cotton based textile industry provide the backbone of the industrial economy, employing 38% of the industrial work force. Major exports include cotton-yarn, cotton-fabrics, bedwear, knitwear, sports goods, readymade garments, synthetic textiles, surgical instruments, leather products, and carpets. The major imports include machinery and transport equipment, petroleum products, agriculture and other chemicals, and food items⁵. However, Pakistan has suffered from a trade deficit since 1951 (Ashraf and Ghani, 2005).

4.1.1 The Political structure of Pakistan

This section aims to present briefly the political structure of Pakistan in that education is an integrated part of the public sector. Therefore, understanding the education system, in Pakistan, characterizes the need to understand development of 'government' and education system. Government, as a political institution, defines education policy for a country. They do

⁵ <http://www.scribd.com/doc/23844784/Overview-of-Pakistan%C2%B7s-Imports-Exports> Retrieved on 18.06.2013

this by building consensus amongst the various stakeholders constituting the political process. As mentioned previously, at the time of independence, Pakistan consisted of two parts, namely East Pakistan and West Pakistan. There existed linguistic as well as ethnic differences between the people in these two parts of Pakistan (Khan, 2002a). After independence, Karachi (which is the biggest city in West Pakistan) was declared the capital of the country, until Islamabad was constructed in 1960. The British tradition of parliamentary structure (namely the Westminster system) was chosen for Pakistan. As pointed out by Ahmad (2013a) in a leading English newspaper,

“There are deep-rooted historical, socio-cultural and geopolitical factors that have been conditions for the post-independence democratic tradition in Pakistan. Surely, on their emergence as independent states through a political process, both India and Pakistan inherited a parliamentary tradition and began statehood with a democratic path clearly charted out for them.”

As was the tradition of British parliamentary system in India, The Governor General remained the head of state of Pakistan and The Prime Minister was head of government. The Governor General had certain discretionary powers in emergency situations. As indicated in The Government of India Act (1935, p.46) in the following way:

“no Bill or amendment for the purposes aforesaid shall be introduced or moved without the previous sanction of the Governor General in his discretion, and the Governor General shall not give his sanction unless it appears to him that the provision proposed to be made is a proper provision in view of the nature of the emergency.”

This indicated that emergency situations had been declared by The Governor General in the country and then the federal parliamentary system had ceased functioning. In such situations

The Prime Minister, his cabinet and legislatures had been stopped from working and the administration had been put under the direct control of The Governor General. The Governor-General was then given discretionary powers to appoint governors as heads of provinces.

According to Baloch (2003), a Constituent Assembly, headed by The Prime Minister, was given a task to frame a constitution for the country. The Assembly was given the authority to act as a central legislature. It exercised legislative powers and amended The Government of India Act 1935 and The Indian Independence Act 1947, and adopted as an interim constitution continuing with the centralized parliamentary structure of government. However, they were facing many challenges hampering development.

According to Blood and Jaffrelot (1995, 2002), Pakistan received over 6 million Muslim refugees between 1947 and 1951, migrating from India. The settlement of these refugees was a big challenge for the newly created country, and required major adjustments in the economy and society. On the other hand, Sikhs and Hindus migrated to India, thus worsening economic and industrial situation. These situations are highlighted in the International Monetary Fund's report;

“The emigration of Hindus and Sikhs to India greatly disrupted Pakistan's commercial and industrial activities until Muslim entrepreneurs replace the emigrants in the early 1950s”(Khan, 2002a, p.6)

In the first four years, Pakistan was hampered developing by several major events. These included a war with India over the issue of Kashmir, 6 million Muslim refugees arriving from India, a lack of sufficiently trained people, a dearth of financial resources, and the early deaths of top leaders the first Governor General and The Prime Minister (Khan, 2002a, Braibanti, 1965). The failure of the constituent assembly to develop a new constitution produced

political instability eventually leading to the military takeover in 1958. These added to the increased political power of the bureaucratic elites and military elites which undermined the development of political institutions (Easterly, 2001, Noman, 1990, Quddus, 1991b).

The constitution formation was delayed several times, and in October 1954 the constitutional assembly was duly dissolved. The second constitutional assembly succeeded in enacting the first constitutions which entered into force in March 1956. According to The International Bank for Reconstruction and Development report;

Under the new Constitution, *“The Republic of Pakistan became a federation of the two provinces of East Pakistan and West Pakistan. At federal level, the Constitution provided for a President, a Cabinet of Ministers with a Prime Minister at its head and a unicameral National Assembly (Waterston, 1963, p.11).”*

At National Assembly level, the power struggle continued in which parties were less important than the wishes of individual politicians (Rais, 2009). Rais argue that “these parties have not been able to meet the public’s expectations. Students and analysts of Pakistan’s politics generally refer to feudal culture, and family- and caste-based politics to explain political instability, confrontation and the failure of democracy in the country. The main weakness, this, is the absence of democratic culture within the political parties” (p.1). As a result of increasing differences between the personalities involved, coalition governments changed frequently which exacerbated the country’s economic problems. The increasing political dissension and worsening economic conditions led to a crisis ending in October 1958, as the military (led by General Ayub Khan) dismissed the National Assemblies and abrogated the 1956 Constitution. These brought political and economic stability, as noted in the report of The International Bank for Reconstruction and Development;

“popular confidence in the regime increased as it gave increasing evidence of political, economic and financial rectitude, political stability and a desire to support measures for developing the economy” (Waterston, 1963, p.11).

A second constitution was decided on by the military government and then adopted in March 1962. A presidential type of government system was introduced in the country. The president remained head of the state as well as head of government. The constitution of 1962 was also abrogated when second martial law was imposed in March 1969 (Taha, 2012). In 1970, the military government held its first general elections. The transformation of political power from the military regime to the first elected representatives was unsuccessful and led to the separation of East Pakistan in December 1971 (International Crisis Group, 2010).

Zulfikar Ali Bhutto introduced a parliamentary type of government in the country through promulgating the third constitution of 1973. Pakistan is a federal republic called ‘The Islamic Republic of Pakistan’ (Constitution of Pakistan, 1973). It is defined as a federal parliamentary type of government, in which the president is head of state and the Prime Minister is head of government. The legislative structure consists of two houses. The upper house is called ‘The Senate’ and the lower house is called ‘The National Assembly’. The members of The Senate are elected through indirect election from four provincial assemblies. The system is based on equal representation from each province⁶. The members of The National Assembly are elected directly by the people, aged 18, for a period of five years.

Each province has an equal number of representatives in The Senate. The total strength of senators in The Senate is 104 (Table 4.2). The constitutional term of a senator is six years. The chairman of The Senate works as ‘acting president’ when the office of the president is vacant (Constitution, 1973). The structure of The Senate is given in the following Table 4.2;

⁶ Pakistan has four provinces i.e. Sindh, Khyber Phukhton Khuwah, Punjab, Baluchistan,

TABLE 4.2: PROVINCE WISE SEATS DISTRIBUTION OF SENATE

Province	General seats	Women	Technocrat including Ulema	Non-Muslim	Total
Baluchistan	14	4	4	1	23
Federally Administered Tribal Areas	8	-	-	-	8
Federal Capital	2	1	1		4
Khyber Pakhtunkhuwa	14	4	4	1	23
Punjab	14	4	4	1	23
Sindh	14	4	4	1	23
Total	66	17	17		104

Source: constitution of 1973

The National Assembly has 342 seats. The distribution of seats in The National Assembly (see Table 4.3) is defined in the constitution stating: “*The seats in the National Assembly shall be allocated to each Province, the Federally Administered Tribal Areas and the Federal Capital on the basis of population in accordance with the last preceding census officially published*” (*Constitution 1973, article 51 (4)*). The term of The National Assembly is five years from the day of its first meeting. The structure of the National Assembly is presented in the following Table 4.3;

TABLE 4.3: PROVINCE WISE SEAT DISTRIBUTION OF NATIONAL ASSEMBLY

Province	General seats	Women	Non-Muslim	Total
Baluchistan	14	3		17
Federal Administered Tribal Areas	12	-	-	12
Federal Capital	2	-	-	2
Khyber Pakhtunkhuwa	35	8		43
Punjab	148	35		183
Sindh	61	14		75
Total	272	60	10	342

Source: constitution of 1973

In the above tables ‘general seats’ indicate that the people of Pakistan have an equal opportunity to contest election and be elected for these seats, and according to the constitution “the constituencies for the general seats shall be single member territorial constituencies and the members to fill such seats shall be elected by direct and free vote in accordance with law” (Constitution 1973, article 51: 6.a). The seats reserved for ‘women’ represent the whole province as a constituent. This shows that women can also contest and be elected for the general seats as well as for the reserved seats. Therefore, the number of women in The Senate and The National Assembly can amount to more than the quota specified for women. The number of seats reserved for non-Muslims uses the whole country as a constituency. Women and non-Muslims in reserved seats are elected through proportional representation of the political party’s seats win on general seats from the respective provinces. The ‘technocrat including Ulema’ in Table 4.2 shows the quota specified for specialized people in different fields for example, foreign policy, finance, budget and religious scholars (The Constitution, 1973).

Pakistan has a multi-party system. Each political party “has unique political identity as well as recognizable ideological orientation, regardless of the degree to which it has faded. The

country can be rightly proud of the multiparty structure of its politics, which is also a reflection of the multicultural character of Pakistani society” (Rais, 2009, p.1). Therefore, various political parties form coalitions to gain a simple majority and form government in the National Assembly.

4.1.2 The administrative structure of Pakistan

Administratively Pakistan is divided into four provinces: Baluchistan, Khyber Pakhtunkhwa, Punjab and Sindh. There is one territory i.e. Federally Administered Tribal Areas (FATA), and one capital territory i.e. Islamabad (The Government of Pakistan, 1973). The Pakistani-administered portion of the disputed Jammu and Kashmir region consists of two administrative entities: Azad Kashmir and Gilgit-Baltistan⁷. The four provinces are further divided and sub-divided into divisions, districts and Tehsils (sub-district).

The Federally Administered Tribal Areas consists of seven agencies and six frontier regions. These areas are governed by the federal government directly through a special law called Frontier Crimes Regulations (FCR). The governor of the province, a representative of federal government in provinces appointed by the president, regulated these areas through civil servants (bureaucrats) called political agents. The political agents have financial as well as judicial powers, as High Courts and The Supreme Court cannot function in these areas. The political agents receive budget from the federal government, hence, they work as principle accounts officers. However, financial irregularities are reported as this system is still based on principles of colonial time period, indicating serious financial irregularities. According to a New York Times report⁸;

⁷<https://www.cia.gov/library/publications/the-world-factbook/fields/2051.html?countryName=&countryCode=pk®ionCode=?countryCode=pk#pk> Retrieved date; April 20, 2010

⁸ <http://www.nytimes.com/2007/07/16/world/asia/16pakistan.html?pagewanted=all&r=0> Retrieved on 19.06.2013

“The political agents are widely considered corrupt.” (Perlez, 2007)

The people of FATA choose their representatives in general elections. However, political parties are not allowed to conduct their political activities in these regions. People contest election in their individual capacity and are called independent candidates as they do not have official party affiliation. According to an Express Tribune report;

“voters in FATA do not enjoy the same legislative representation or accountability as other citizens because Article 247 of the Constitution prevents Fata MNAs (and all members of the National Assembly) from legislating for their area.”(Zia, 2013)

The federation and federating units get their powers and authority from the constitution of Pakistan 1973 where the functions of the federal and provincial governments are constitutionally divided into i.e. a Federal legislative list, and a concurrent legislative list as stated in the constitution 1973⁹ (Constitution, 1973, P.58);

(a) The Parliament known as ‘Majlis-e-Shoora’ shall have exclusive power to make laws with respect to any matter on the Federal Legislative List;

(b) Parliament, as well as the Provincial Assembly shall have the power to make laws with respect to any matter on the Concurrent Legislative List;

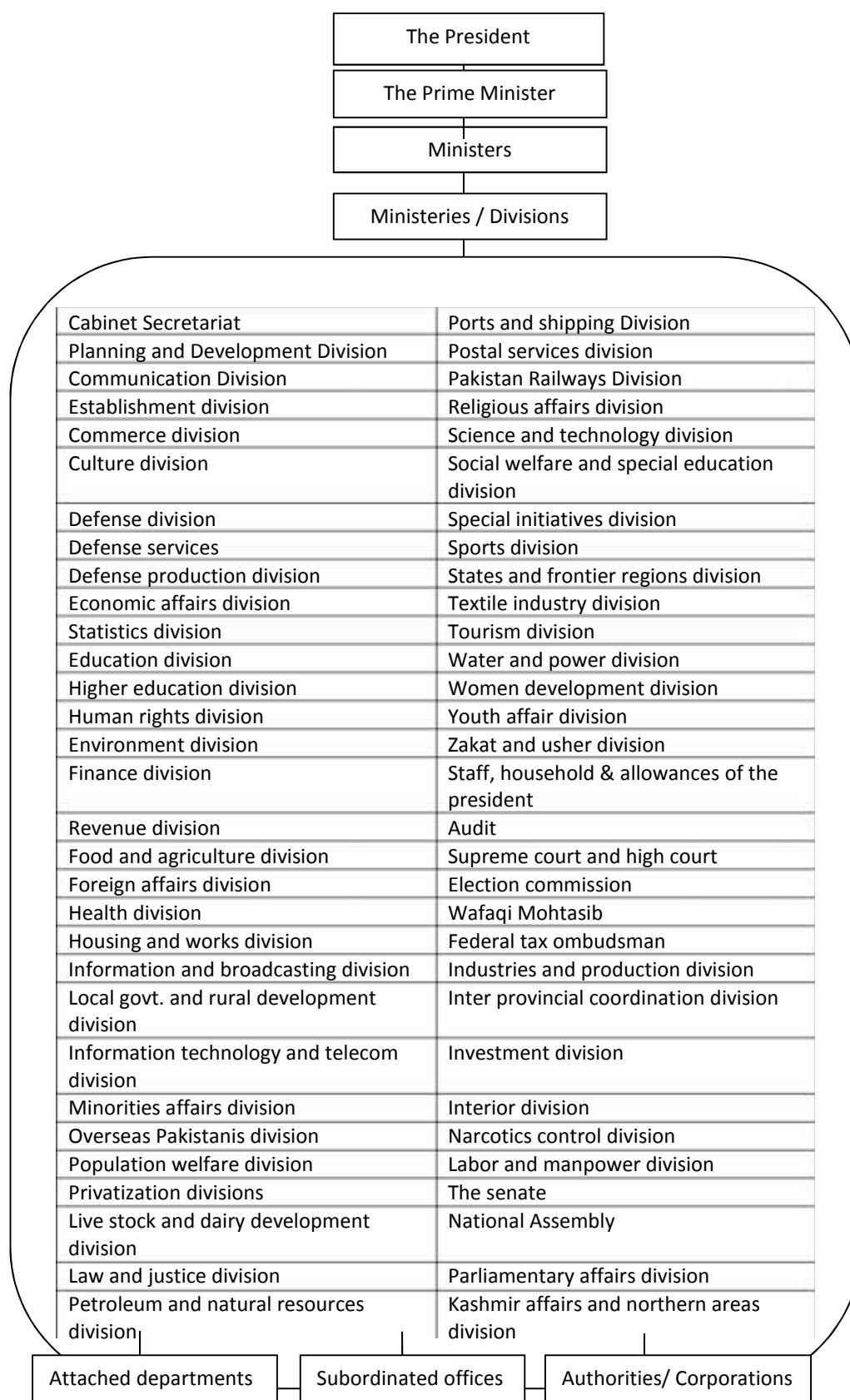
(c) A provincial Assembly shall, and Parliament shall not, have the power to make laws with respect to any matter not enumerated on either the Federal Legislative List or the Concurrent Legislative List; and

⁹http://www.pakistanconstitution-law.com/const_results.asp?artid=142&title=Subject-matter%20of%20Federal%20and%20Provincial%20laws Retrived date: 26 April 2010.

(d) Parliament shall have the exclusive power to make laws for such fields not enumerated on the List of Federation and not included in the Provincial List.

Hence, the functions of the federal and provincial governments are clearly specified in the constitution. The federal government has the exclusive responsibility for some functions while others can be performed either by the federal or provincial governments. The education remained the federal subject centrally controlled by the federal government through the Ministry of Education. The administrative structure of the federal government is given in the following figure 4.2 (Government of Pakistan, 2010b, p. 6);

FIGURE 4.2: THE ADMINISTRATIVE STRUCTURE OF THE FEDERAL GOVERNMENT



4.1.3 Economic planning in Pakistan

According to the document of The International Bank for Reconstruction and Development (Waterston, 1963), the Government of British India established a Department of Planning and Development shortly before the end of World War II to prepare development projects. The provincial governments of undivided India prepared projects with the financial help of Central Government. However, The British left and partition took place in August 1947 before implementation of these projects. Therefore, Pakistan had development projects prepared before independence. In early 1948, the government of Pakistan established a Development Board to coordinate development plans, and present the project evaluation reports to The Cabinet. The government also instituted a Planning Advisory Board consisted of officials and people from the private sector. The purpose of The Planning Advisory Board was to advise Government on matters relating to planning and development. Administratively both The Development Board and The Planning Advisory Board were under the authority of The Cabinet Secretariat. They then came under the authority of The Ministry of Economic Affairs established to coordinate the economic activities of different ministries. The highest civil servant, The Secretary General of Cabinet, was Vice-chairman and secretaries from the other ministries were members. However, there were control issues and according to a World Bank report (Waterston, 1963, p.14-15);

“It had no effective means of controlling the execution of the projects which it had approved. Although The Prime Minister indicated that the best way of assuring the country’s development “would be to prepare a plan for the next five or ten years with clear-cut objectives and targets which must be achieved according to a pre-determined rate,” the Board made no attempt to prepare a plan or even to relate projects to one another”.

According to Wynbrandt (2009), planning in Pakistan accelerated when the member countries of The Colombo Plan for Cooperative Economic Development in South and Southeast Asia agreed to make six-year development plans in 1951. Pakistan prepared a six-year Development Plan (from July 1951 to June 1957) in three months and provided 2.6 billion rupees for development. This effort was, however, unsystematic and according to a International Bank report;

“The Programme had been hastily formulated without basic statistics and other essential information; it omitted many important projects, some of which were already under construction” (Waterston, 1963, p.16)

The plan was frequently modified, and according to Waterston, the plan *“had never been conceived as a rigid set of development projects and that it easily lent itself for adaptation and expansion with the availability of financial and material resources”*.

In 1953, the government abolished The Development Board and a new autonomous body, The Planning Board was established. The Planning Advisory Board was then replaced by The Planning Board and formulated a First Five-Year Plan (1955-1960). The plan was not, however, successfully implemented because of political instability and neglect of economic policy. Moreover, the plan faced a serious shortage of human resources as indicated by The International Bank in its report;

“Increased development outlays financed mainly by foreign aid and loans and by internal borrowing from the banking system, as well as high defense expenditures, produced inflationary pressures which severely strained available external and domestic resources. Actual outlays for development, however, usually fell considerably behind budgeted amounts, not so much because of a lack of funds, but because of an acute shortage of administrators,

mangers, technicians, foremen and other skilled and experienced manpower in Government and industry” (Waterston, 1963, p.18)

In order to enhance the economic development, military government established a Planning Commission in 1958. They introduced a Second Five Year Plan (1960-1965) which encouraged the entrepreneurs in different fields where they could make profit. The government acted in those sectors of economy where private entrepreneurs were reluctant to operate (Eddison).

It seems that the governments had faced financial resources to meet development expenditures. According to (Noman, 1990), the success of economic development depended greatly on foreign aid, particularly from The United States. The Third Five-Year Plan (1965-70) produced modest growth because of high defence expenditure after the war of 1965 with India and the decline of foreign assistance. The Fourth Five-Year Plan (1970-75) was abandoned because of the separation of Bangladesh (East Pakistan) leading to high political uncertainty. However, short term annual economic development plans were developed during Bhutto’s government (1972-1977). In July 1977 a military took over government ensuring stability due to authoritarian power. It instituted a Fifth Five-Year Plan (1978-83) in an attempt to stabilize economy providing legitimacy to dictator’s policies (Husain, 2009). The plan achieved some of its goals instead of increasing defense expenditure due to the Afghan-soviet war, refugees from Afghanistan, and increased oil prices in 1979-80 (Husain, 2003).

Haider (2011) that the Sixth Five- Year Plan (1983-88) was a major shift towards private sector involvement in economic development. It addressed some of the major underlying economic problems in Pakistan i.e. low domestic savings, low investment, great dependence on imports in the energy sector, low agricultural productivity, education, and health. The Seventh Five-Year Plan (1988-93) put greater emphasis on private sector involvement in

economic development. The investments from private sector increased from 42:58 in 1988 to 48:58 in 1993. The Eighth Five-Year Plan (1993-98) “recognized the role of government as a catalyst and manager rather than the main vehicle of economic growth” (2011, p.2).

However, successive governments changed frequently; and the Eighth Five-Year Plan (1993-98) was not followed; instead the annual plan preferred to focus on short term economic development. In October 1999, the military government resumed the responsibilities of running the government and a new name is given to the Five Year Plan – Medium Term Development Framework (MTDF). According to Haider (2011), the MTDF (2005-2010)

“Relied on upgrading physical infrastructure for accelerating output growth. Specific spheres were identified where support to private sector could be extended and finally social sector policies were envisaged for timely achievement of millennium development goals.”

4.2 Primary Education in Pakistan

As stated earlier, the Ministry of Education oversees the education system in Pakistan at federal as well as in provinces. Each province has their provincial education ministries. The federal education ministry helps provincial governments in curriculum development, financing research and development in education and accreditation of education which provinces are going to adopt. It is the responsibility of the state to provide free and compulsory education to children of age 5-9 years old. According to the 1973 Constitution, Article 25-A:

“The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law”

The education in Pakistan is mainly divided in to five levels namely (1) primary (grades one-five); (2) middle (grades 6-8); (3) High (grades 9 and 10 leading to Secondary School Certificate or SSC); (4) intermediate (grades 11 and 12 leading to obtain Higher Secondary School Certificate or HSSC); and (5) university education (grades 14 and above leading to get undergraduate and graduate degrees).

4.3 Selected case studies

4.3.1 District Lakki Marwat

Lakki Marwat is one of the districts of Khyber Pakhunkhwa province of Pakistan, located on the south of the province. Earlier, administratively Lakki Marwat remained part (Tehsil) of District Bannu until July 1, 1992 when Lakki Marwat received the status of district. The total population of the district is 490,025 (Government of Pakistan census, 1999). 9.6 percent (46,876) of the total population was recorded as urban while 90.4 percent (443,147) of the total population are living in rural areas. The district is one of the fast growing population as the density of population increased to 155 people per kilometer in 1998 which was 91 people per kilometer in 1981. The Muslim constitutes 100 percent of the population with 0.2 percent of the population are following Shai Islam.

Pashto is the mainly spoken language of the district, however, significant number of people speak Punjabi language as well. The Urdu language is also spoken and understood throughout the district. Administratively, the district is administered through one municipal committee and one town committee, further divided into 157 ‘mauzas’ (the smallest revenue units). The district Lakki Marwat is represented by one elected member in National Assembly and three elected members in the provincial assembly namely:

- PK-74 (Lakki Marwat-1)

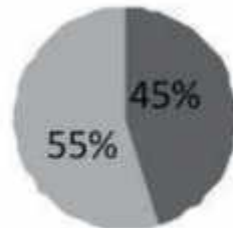
- PK-75 (Lakki Marwat-2)
- PK-76 (Lakki Marwat-3)

District Lakki Marwat is considered a very traditional districts lacking in basic services of life. Geographically, this is the last settled area of Pakistan adjacent to Tribal areas. As result, the district is highly affected by the recent wave of terrorism. Currently, the immigrants from the South and North Waziristan (due to ongoing war against terrorism) are also settled in the district Lakki Marwat. The inhabitants of the district are highly religious, culturally strict and economically poor.

In Khyber Pakhunkhwa, the literacy rate is 50 percent. There is huge gap between the female and male literacy rates. The female literacy rate is 30 percent whereas the male literacy rate is 70 percent (Lynd, 2007). The overall Gross Enrollment Ratio in various schools including government schools, private schools and religious schools (Deeni Madaris) is 85 percent. The government schools contribute 63 percent to this Gross Enrollment Ratio. However, this enrollment decreases as the students are promoted to higher classes. This is stated in the government report that 74 percent students at primary schools in 2010-2011 which gradually decreased to 18 percent to middle level schools, 7 percent at secondary level and 1 percent at higher secondary level (Government of KPK, 2010).

Figure: 1-1 Dropout & Survival Rates at Primary Level, KPK,2010

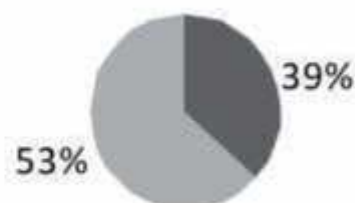
■ Dropout ■ Survival



The data showed that 45 percent students dropped out from the government primary schools before completing their primary education (see figure above). This drop out include 39 percent boys and 53 percent girls (shown in figure below). The students completed their primary level education remained 55 percent including 61 percent boys and 47 percent girls. The drop out ratio in district Lakki Marwat remained 44 percent at primary level including 28 percent boys and 64 percent girls drop out (Government of Khyber Pukhtunkhwa, 2010).

Figure: 1-2 Genderwise Distribution of Dropout(45%) at Primary Level, KPK, 2010

■ Boys ■ Girls



The literacy rate in the district Lakki Marwat remained low, 39.7 percent. The male literacy rate is 57 percent whereas female population contributes 17 percent to the literacy rate (Government of KPK, 2010). The two main reasons for the low literacy rate are low enrollment and high drop out of students at primary level.

4.3.2 District Rawalpindi

Rawalpindi district is located in the north of the Punjab province containing the Rawalpindi city. The district is spread over 5,286 km². administratively, district Rawalpindi remained part of the Rawalpindi division until year 2000 when the division was abolished. It is situated on the north-western extremities of the Himalayas having the Indus and the Jhelum rivers adding the good climate of the region. According to the 1998 census, the population of the Rawalpindi district was 3,363,911. However, the population is estimated 4.5 million in 2010. This is the second-most urbanised district of the Punjab province, 50.03 percent of the population living in urban areas.

Administratively, the district is divided into seven Tehsils namely Gujar Khan, Kahuta, Kallar Syedan, Kotli Sattian, Murree, Rawalpindi Tehsil, and Taxila. 90 percent of the inhabitants of district Rawalpindi speak Punjabi language whereas 10 percent of the population speak other languages including (not limited to) Urdu, Pashto etc.

In terms of literacy, district Rawalpindi is ranked 1st out of the 34 districts of province Punjab. the literacy rate of district Rawalpindi is 70.5 percent. The Gross Enrolment Ratio of children is 98 percent, however, 2 percent of the children are out of the schools. Moreover, 2 percent of the enrolled students drop out from schools in age group 3-16 years. The female contribute 75 percent to the out of the school children in district Rawalpindi (ASER, 2008). 78.5 percent

of the children are enrolled in government schools, 21.3 percent in private schools and 0.2 percent children are studying in religious schools (called Madaris).

4.4 Summary of the chapter

This chapter introduced the Islamic Republic of Pakistan as larger context of the study from its historical, political, administrative and economic aspects. This chapter also contained information about the primary education in Pakistan. It also introduced the selected case studies of the study.

Chapter V: Analysis and Discussion of the Factor Effecting Children Enrollment and Drop out

Introduction

This chapter presents the analysis and discussion of the factors affecting the children enrollment and drop out in the selected cases studies i.e. district Lakki Marwat and district Rawalpindi. The chapter is comprised of the twelve sections. Section 5.1 presents the lack of resources as factor affect children education. Section 5.2 discusses the increased drop out. Section 5.3 is about the poor policy implementation affecting the children education at primary level. Section 5.4 argues that outdated examination system is reason for the low enrolment and high drop out of children from schools. Section 5.5 talks about ineffective communication system in primary schools. Section 5.6 presents discussion about the lack of professional developments of teachers. Section 5.7 is about lack of learning resources in schools. Section 5.8 argues that lack of proper supervision of schools leads to the drop out children from schools. Section 5.9 discusses the curriculum issues in the primary level schools. Section 5.10 is about the issues of text books which hinder the children education at primary level. Section 5.11 argues that terrorism is also effecting the enrolment and drop out children from primary schools. The summary of the chapter is given at the end of the chapter, in section 5.11.

Like other institutions (being colony of the British) Pakistan inherited education system from the British at the time of independence in 1947. The successive governments tried to change the education system; however, the primary education did not received required attention of the governments. As a result not significant changes have been implemented successfully (Iqbal et al., 2013). The primary education is the most neglected in terms of facilities and resources. The governments are spending most of the education budget on higher education

resulting to the crippling of primary education (Illahi, 1986). The primary education provides foundation for higher education, therefore it necessary to reform and improve primary education which will bring quality in higher education as well. As Khan (1992) argued that primary education enhances skills of the students increasing the productivity of students in other sectors of life.

Following are some of the factors affecting the children enrolment and drop out at primary level schools;

5.1 Lack of Financial Resources

As stated earlier, governments are spending very less portion of their budget on education, around 2 percent. Major portion of education budget are spent on higher education and primary education received very less from the education budget. As a result, primary education is not reformed and developed with changing in environment. This was stated by one of the teacher in the following words;

“Education is not the priority of the governments in general and primary education in particular. The government spend very less budget on education (around 2 percent. major portion of the education budget is spent on higher education. The basic (primary) education is highly neglected part of government budgets.

This indicates that reforms in primary education are ignored area in Pakistan. Governments are spending very less budget on primary education. The lack of resources not only undermined the development of primary education, but it also brings very less incentives for primary teachers. There are very fewer opportunities for the training and development of primary teachers. In case of district Rawalpindi teachers has more opportunities for training and development. The reason is that district Rawalpindi is urbanized where teachers seek for

their personal training and development on their own efforts as well as government also provide more opportunities for their development.

District Lakki Marwat is rural area where teachers have fewer opportunities for their personal training and development. They are waiting for the provincial government programs of training and development. However, such training and development programs of government are poorly implemented in rural areas. The lack of specialized training programs undermined the development of professionalism in primary teachers. One teacher is teaching all types of courses. For example, a single teacher is teaching literature as well as mathematics. These highly undermine the quality of education at primary level in district Lakki Marwat. In district Rawalpindi, there are specialized teachers for various courses.

The teachers are very low paid leading to demotivation of teachers. As a result, primary teachers are looking for part time business affecting their primary duties of teaching. This was stated by a teacher in these words:

“We are getting very less salaries which are not sufficient to meet our basic needs. Therefore, teachers are doing part time business. This trend of doing their businesses are hindering to carry teaching job because such teachers attend their private business on priority leading to absentness of teachers from the schools”

This comparative study indicated that teachers in the case of district Rawalpindi are much satisfied with their salaries than district Lakki Marwat. Such trends of doing part time businesses are much popular in the case of District Lakki Marwat than in District Rawalpindi.

The lack sufficient resources affected the condition of schools also. It is observed that the schools in district Lakki Marwat are worse condition than district Rawalpindi. It is found that schools in district Lakki Marwat are lacked in basic infrastructure facilities. There is a lack of

proper sitting facilities for students and students seat on ground. There are insufficient rooms for students and several classes are sitting in one room. The teachers are attending their classes outside rooms in open air. Most of the schools in district Lakki Marwat are comprised two rooms without protection walls which are not sufficient to meet the increasing number of students (Bregman and Muhammad, 1998). These factors added to the less enrollment and higher drop out of students at primary level education in district Lakki Marwat than in district Rawalpindi.

Various governments tried to overcome these issues with help of donor agencies and non-governmental organizations (NGOs). For example, the Norwegian organization started a program to provide books and nutrition program in primary schools in khyber Pakhunkhwa including district Lakki Marwat. However, these programs did not come up to substantial results due to financial irregularities. Such programs were lacked in sustainability (Qureshi, 2002).

Moreover, there is lack of other facilities such as toilets, furniture, and black boards in schools in both cases especially in district Lakki Marwat. Most of the schools do not have boundary walls as a result other people and animals inside schools interrupting the education activities. The primary schools in district Lakki Marwat are built due to political motives and intentions on land belonging to some political influential person of local areas. Such people are using government schools for their personal uses such as guest houses or animal houses, hindering the educational activities (Saleem, 2002). This phenomenon is much popular in case of district Lakki Marwat than Rawalpindi. Moreover, girls schools are mostly used for such purposes than boys schools. The lack of such facilities greatly affects the quality of education leading to non-enrollment of student or drop out of student in both cases.

5.2 Increased Drop Outs

Due to the lack of resources for teachers training, weak management and supervision led to increased drop out in district Lakki Marwat than Rawalpindi. The parents have perception that teachers not highly educated and they are not providing education to their children. As a result they prefer their children may work instead of going to schools. As stated by Shahzadi and Perveen (2002), the parents have negative perception about education leading to increased drop out students (Shahzadi and Perveen, 2002) and decreased enrolment of primary education in district Lakki Marwat. This is serious issue leading to child abuse and child labor in district Lakki Marwat than district Rawalpindi.

5.3 Poor Policy Implementation

The education policy at primary level is neglected and have not properly implemented. The priorities of governments are continuously changing over time. As shown in precious chapter, there is no continuity in democratic governments leading to unimplemented policies including education policies. This is intensively discussed by respondents that governments make policy and they do not care about the implementation of those policies.

“The education policy is changing every time as new governments come in power. For example, we were teaching English as compulsory course from class one to class five. We were not provided proper training for this purpose. Later government changed and religious party came in power that changed this policy introducing Arabic literature (religious courses) in syllabus. This is changing every time as new governments come with different ideology”

There are various political parties with diversified political ideologies. The governments are trying to change the primary education as they come in power. This leads to unimplemented education policies formulated by previous governments. There is a lack of consistency and

sustainability because as the governments are changing their education policies frequently replaced by new governments. For example, some students started English from the first class and other not. This highly undermined the quality of education creating negative perception of parents about education system. As a result the parents prefer not to send their children to schools.

There are also other reasons for the inconsistency and poorly implemented education policy such as political intentions, corruption, poor supervision and management (Rehman, 2002). The political instability, as stated in chapter IV, leading to poor economic situation in the country also one of the reason for the poor management and implementation of the primary education policy. All these add to the decreased enrollment and high drop out of children in primary level education (Hoodbhoy, 1998).

Moreover, there are schools where no educational activities are carried out anymore. Such schools are known as ‘ghost schools’. There are around 12,05 ‘ghost schools’ across the country where teachers are getting salaries for providing education to student but no educational activities are taking place (Abbasi, 2013). The ‘ghost schools’ phenomenon is across the country including the Federal Capital where 57 ‘ghost schools’ are found. The highest number (345) of ‘ghost schools’ exist in Khyber Pakhtunkhwa. Such ‘ghost schools’ result in leakage of billions of Pakistan rupees (Pakistani currency called rupee) (Ahmed, 2013). The ‘Global Corruption Report’ argued that such schools showed hinder millions of children from going to schools.

5.4 Outdated Examination System

The lack financial resources, out dated teaching methods due to lack of teaching training, mismanagement and corruption resulted to poor standards of education at primary level. It is

observed that standards of education are poorer in district Lakki Marwat (being a rural area) than district Rawalpindi (being urban area). These lead to poorer quality of examination system in district Lakki Marwat than Rawalpindi. The tendency of promoting student to higher classes without proper examination is higher in district Lakki Marwat than district Rawalpindi. Moreover, the culture of cheating in examination is also higher in district Lakki Marwat than in district Rawalpindi.

As a result, student attendance in classes in district Lakki Marwat are low than district Rawalpindi. Parents are not sending their children to schools because they prefer to send their children at work helping them to earn money. The parents have perception that their children will be promoted to higher classes without examination. The parents also have perception that they may pay money to promote their children to higher classes even student fails.

This was stated by one of the parents in these words;

“My child is helping me to earn money. It is useless to send him to school because he can be promoted to higher class without participation in examination. Even my son will fail in examination; the teacher will pass him because we have good relationship with teacher”

The students evaluation and assessment is very weak as students are assessed on memorizing courses rather than quality and learning. Moreover, examination system is influenced by politics leading to malpractices such as cheating and copying during examination (Farooq, 1993).

5.5 Ineffective Communication

An important part of an organization is communication connecting various parts of system and ensures coordination (Borman and Kimball, 2005). It is observed that there is a

communication gap in education system in primary level. Due to this communication gap the primary school teachers remain indifferent in the development of education policy leading to teachers' absentness from schools (Khan, 1980). Moreover, the control system is very weak leading to weak coordination and administration in primary level education especially in far rural areas like district Lakki Marwat. Due to such weak communication teachers remain uninformed about the government education policies affecting the quality of teaching and training programs at primary level (Zafar, 2003).

This was stated by a teacher in these words;

“The teachers remained uninformed about the policies because there are huge gap of communication between the central policy maker and teachers implementing education policies. Policies are changing but teacher in rural areas remain ignored about the changes”

One other aspect of such communication gap exists at teacher and parents' level in rural areas like district Lakki Marwat. There are no or very minimum communication between parents and teachers. The parents do not know about the educational progress of their children leading to high absentees of students from the classes resulting to drop out. Moreover, primary schools in urban areas like district Rawalpindi have their own transportation system providing pick and drop facilities to students. This facilitates parents and they do not need to pick and drop their children to schools. In rural areas like district Lakki Marwat primary schools do not have their transportation to pick and drop students. Therefore, it is a big issue for the parents to pick and drop their children to schools. Parents or one of the family members need to perform this duty of picking and dropping their children (especially girls) to schools. In this way, households sacrifice their earnings for sending their children to schools.

Those households who cannot afford to pick and drop their girls to schools are not sending their girls to schools. This issue is much more in rural areas like district Lakki Marwat where girls are not allowed to go out homes alone or without permission due to the cultural constraints. This lead to low enrolment, higher level absentees and drop out of girls from schools. This was expressed in the following words by parents from the district Lakki Marwat in the following words;

“This is against the culture if girls are going to schools alone because people are abusing us if we are allowing our girls going alone to schools. We do not have time every day to pick and drop our girl to school. Therefore, it is better to stay at home.”

Such socio cultural constraints are deeply inherited in traditional societies (rural areas) such as district Lakki Marwat than district Rawalpindi (urban areas) where girls can go to schools alone. The feudal system protecting the traditions of not providing education to girls prevail in district Lakki Marwat leading to high literacy rate especially girls education. According to Rasheed (2004), the parent either cannot afford to send their children to schools or they are pressurized by socio cultural or traditional constraints. Therefore, parents are not sending their children especially girls to schools.

5.6 Lack of Professional Development

The lack of professional development in the primary level is also one of the factors leading to low enrolment and increased drop out. The primary schools teachers are not trained with continuous changes in society. According to Siddique (1990) the primary teachers required to be continuously trained with latest theories, new knowledge and research which is lacked in primary level teachers. The teaching profession in primary level in district Lakki Mawart is highly undermined than district Rawalpindi where teachers have more opportunities for

training and development. Untrained and professionally underdeveloped teachers in district Lakki Marwat are unable to solve their professional and social issues. Farooq (1990) argued that teacher acquired training and developed their teaching skills perform effectively.

The lack of professional development also hinders the enrolment of student and increased drop out from schools. The untrained teachers do not know the management of students' behavior. Therefore, they use corporal punishment techniques to control the students (British Council, 1988). This leads to the drop out of students from the schools. This was indicated by parents in the following words;

“The teachers themselves do not know how to teach. They are very weak in education as they received their degrees while cheating in exams. Therefore, they do not have required skill to teach our children. They beat our children and do not teach them. Therefore, we prefer to send our children to work instead of schools”

5.7 Lack of Learning Resources

As stated earlier, the primary education is the most ignored area of education policy in Pakistan. Governments are spending very small portion of their budget on education in general and primary education in specific. The schools are lacking in basic facilities in rural areas such as district Lakki Marwat. As argued by Muhammad (2002), the government schools do not have textbooks, boards, library and other teaching related resources needed for teachers and students in teaching and learning process. It is observed that the conditions are much better in urban areas like district Rawalpindi. In both cases there is lack of playgrounds affecting the physical and mental development of students (Qureshi, 2002, Hussain, 2001).

5.8 Lack of School Supervision

From the perspective management, every organization needs supervision and management control system. Rasheed (2004) argued that the process of control and supervision in the education is nicely described in the policy documents but weakly implemented and practiced in fields. The supervisors are professionally not trained to carry out supervision properly. This process of supervision is led by clumsy bureaucratic process leading to delays in decision making due to red tapism. The primary education system was decentralized after the introduction of 2002 ordinance. However, the process of reformation of primary education is delayed due to the lack of proper management (Khan, 1998). The supervision process is carried out through inspection where supervisors treat teacher with an arrogant manner. The teachers are discouraged and feel inferior due to such bureaucratic supervision. Mohanty (1990) argued that such bureaucratic supervision harass teachers instead of providing effective feedback leading to no improvements (Mohanty, 1990). This was stated by one teacher in these words;

“There are very strict supervision, instead of providing guidance for improve the quality education, the inspectors are insulting us in cases of failure in achieving the results. They are not providing proper training opportunities with changing challenges. They expect us to perform beyond our professional skills.”

These indicate that there is a lack of coordination between the policy makers and teachers on one hand, and the supervisors and teachers on the other hand. As a result of such poor coordination at all levels, the teachers at primary school level remain ignorant. They do not understand the policies and objectives of the policies (Zafar, 2003). The weak communication and coordination system created an environment of mistrust and misunderstanding between the administrators and school teachers affecting the teaching activities. Farooq (1993) argued

that the lack of proper coordination system between the administration and schools teacher at district level created problems for teachers to carry out their teaching activities effectively (Farooq, 1993). All these add to the poor quality education leading to the low enrolment and high drop out of students from primary schools.

5.9 Curriculum Issues

As stated earlier, the education curriculum is outdated at primary level. The curriculum is not changed with changing needs of the country's education requirements. The students are forced to memorize the contents of the courses and reproduce in the examination undermining the creativity of the students. The curriculum is also favoring the memorizing contents hindering to improve the students thinking abilities (Hoodbhoy, 1998). Teachers are aimed to cover the syllabus as target to prepare them to pass examinations only.

Teachers are not introduced and trained with many aspects of the curriculum leading to the non-effective schooling at primary level. The teachers do not understand the aims and goals of the curriculum in true essence. These created an understanding gap between the aims of curriculum and its effective implementation. The teachers are not involved in the design of the curriculum (Malik, 1991).

Moreover, the curriculum always keeps changing as the governments change. It is big political issue to include some subjects and exclude others by political parties in government. There is always political debate to make the curriculum secular based or Islamic based. Even political parties are trying to include courses in the curriculum about their leaders and political achievements. It seems that political governments are trying to use curriculum for their advertisement of political campaign.

5.10 Issues of Text Books

The text books are always changing due to the issues stated earlier. The primary school teachers are facing problems as books are not available after introduction of changes as the changing process takes longer time. These always created a state of confusion to teach the older books or wait for the new books available in the market. The medium of instruction is also one critical issue which teachers face after political decision. The teachers are facing problems in teaching English as medium of instruction especially in the rural areas such as district Lakki Marwat. This is because majority of teachers do not have capability to teach in English as medium of instruction because they are not highly qualified (Hussain, 2001).

These result to the lack of interest of teachers leading to low quality of education in rural areas such as district Lakki Marwat. These create a negative perception of parents about the education system. Therefore, they do not enroll children or lead to the drop of students. Teachers in urban areas such as Rawalpindi are more educated. As result, we see that they can teach in English as medium of instruction. They are more trained leading to better quality of teaching. All these add to a high enrolment and less drop out of students in urban areas such as Rawalpindi case showed.

5.11 Terrorism

The district Lakki Marwat is situated on the border of North Wazirishtan sharing the international border with Afghanistan. The war against terrorism is going on in that region. The terrorist are against the western education in general and girls' education in particular. The schools are under the attack of terrorist hindering children from the going to schools in district Lakki Marwat. As a result, parents are reluctant to send their children to schools due

to the treats from the terrorist attacks leading to low enrolment and high drop out in district Lakki Marwat. This was expressed in the words by parents;

“We are receiving treats from the terrorist for sending our girls to schools. This is extremely dangerous if we send our girls to schools. We prefer the lives of our children as all parents love their children more than their education. We do not want our children to be attacked like Malala¹⁰”

The terrorism and terrorist attacks are one of the factor hindering the enrollment of students in schools in general and girls’ enrolment in specific in district Lakki Marwat. The terrorist destroyed many schools, which are not constructed yet. Therefore, the children do not have schools to attend and continue their academic activities. Moreover, the schools are occupied by the military or displaced people adding to the discontinuity of educational activities of the children.

District Rawalpindi is not affected by the terrorist activities. The treats from the terrorist is minimum, therefore, academic activities are going on throughout the year normally.

Moreover, religion is also found one of the reasons for the low enrolment and high drop out of students at primary level schools. Parents in traditional rural areas like district Lakki Marwat believe that achieving the secular education is against their religion (Islam). Therefore, they are not sending their children to schools. The parents are argued;

“Secular education is against Islam which is our religion. Therefore, we are not sending our children to schools”

¹⁰ Malala Yousaf Zai is a girls who was attacked by terrorist while attending her school. She survived after attack and shifted to the UK. This year she is awarded a Nobel Prize also.

Of course, this is misunderstanding of the religion which made the negative perceptions of parents about education hindering children education in rural areas (specifically). Those parents who are not sending their children to schools are themselves illiterate and do not have knowledge of religion also. The local low standards self-made religious scholars provided this interpretation of religion to such parents. It is important to mention that such societies are highly dominated by religious clerks who are trying to achieve their self-interest using religion.

However, this religious phenomenon affected the girls' education more than boys' education. For example, it is found that some parents would prefer to send their boy children to school but they are reluctant to send their girls children to schools. This is called socio-cultural constraints hindering the girls' education in rural areas like district Lakki Marwat. The parents argue;

“This is against our values to send our girls' schools.’ What people will say’ if we start sending girls to schools”

‘What people will say’ is a cultural phrase used to express situations that are violations of social norms. One of such violation of social norms is sending their girls to schools alone. This affects the girls' education more than boys' education. Therefore, the literacy rate of girls is very low than boys in district Lakki Marwat than district Rawalpindi.

It is found that early marriages of girls' are also one of the reasons of the drop out of students in general and girls drop out in specific. The early marriage of children is connected with religion as well as the culture of traditional societies such as district Lakki Marwat. The early marriage phenomenon is less in rural areas such as district Rawalpindi than district Lakki Marwat. The parents argued;

“We are not sending our daughters to schools anymore because they are now grown up. This is time for their marriages because girls must get married as soon as they receive their monthly cycle. Parents are suggested in religion to arrange marriage for their daughters as soon they start their first monthly cycle and do not wait for the second monthly cycle”

They refer ‘monthly cycle’ for the menstruation of the girls. These parents do not have proper knowledge of their religion. The religion is misinterpreted for them in this regard. Therefore they take off their girls from schools after the first menstruation leading to a high drop out of girls at primary schools in rural areas such as district Lakki Marwat.

5.12 Summary of the chapter

This chapter contained analysis and discussion of the factors affecting the enrolment and drop out of children at primary level education in selected cases i.e. district Lakki Marwat and district Rawalpindi. The factors affecting the primary education include, not limited to, the lack of resources, the poor policy implementation, outdated examination system, ineffective communication system, the lack of professional developments of teachers, lack of learning resources in schools, lack of proper supervision of schools, the curriculum issues, the issues of text books, and terrorism.

CHAPTER VI: FINDINGS AND RECOMMENDATIONS

Introduction

This chapter presents findings and recommendations. The chapter consists of two sections. Section 6.1 presents findings of the study whereas section 6.2 presents recommendations of the study.

6.1 Findings of the study

The study found that primary education is the most neglected area in Pakistan. There is lack of financial resources and the administration of primary schools is poorly managed. The primary education is influenced by the political interference leading to corruption; bureaucratic nepotism and favoritism undermine the quality of education. The communication and coordination is very weak at primary level education system leading to low enrolment and high drop out of students. There is lack of resources for the training of teachers and other teaching facilities are lacking leading to the misperception of parents; hindering the enrolment and drop out of students from primary schools. The parents do not have good perception about gaining education; therefore, they prefer to send their children to work instead of schools. The primary schools teacher are less paid and having less opportunities for training and development.

The educational policies are continuously changing creating a status of confusion in parents, teachers and students as well. Such discontinued policies undermined the quality of education deteriorating the perception of parents about enrolling their children in schools leading to low enrolment of students especially in rural areas. The curriculum is outdated and not meeting the needs of changing society. The outdated curriculum hinders the creativity of students leading to negative perception of parents about the education system in the country. At last,

not least, the terrorism is also one of the factors hindering the enrolment of students in general and girls in specific in rural areas like district Lakki Marwat.

6.2 Recommendations of the study

Keeping this research in view, following are some recommendation,

1. The primary education needs political attentions. It needs proper financial resources to overcome the financial crisis which the primary education is facing. Therefore, the government needs to allocate proper budgetary support.
2. As there is insufficient number of teachers in primary schools, therefore, the number of primary teachers needs to be increased. The government needs to recruitment specialized areas teachers.
3. Moreover, the government needs to make arrangements for the training of the existing teachers on continuous basis.
4. In order to increase the working capacity of the primary education system, the government is required to implement a proper system of accountability.
5. There is need for proper implementation of policies, rules and procedures to eradicate corruption from primary schools system.
6. In order to ensure the quality of education, the examination and evaluation system need to be improved to meet the needs of changing curriculum.
7. In order to perform their teaching duties, the teacher must be free from political control. The teacher need to be professionally independent and the political interference in the system need to be eliminated completely.
8. In order to improve positive image of the education system, the corruption needs to be eliminated.

9. The medium of instruction needs to be improved. For this purpose the teachers must be provided training in English and Urdu languages.
10. In order to motivate teachers, there must be introduced financial and social benefits.
The salaries of teachers need to be increased, so that they effectively perform their duties without doing extra jobs.
11. The conditions of schools need to be improved.
12. In order to protect the schools from the terrorist attacks, schools need to be provided securities so that parents may send their children to schools without any fear.

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Appendix-An interview guide

- | | |
|---|----------------|
| 1. Name----- | Education----- |
| 2. number of children | monthly income |
| 3. are all you children going to school? | |
| 4. How you feel that your children go/not go to school? | |
| 5. what are barriers for sending children to schools? | |
| 6. do you children go to school in school bus? | |
| 7. who is dropping and picking children from school? | |
| 8. why are your children not going to school? | |
| 9. do you children help in making earning? | |
| 10. do you feel any barrier (social or culutral) for sending children to school? | |
| 11. what you think about providing secular eduction to your children? | |
| 12. what is you opinion about current education system? | |
| 13. are you satisfied with teaching quality? | |
| 14. do you feel any constraints from religion while sending your children to schools? | |
| 15. how is your communication with teachers? | |
| 16. do you feel any threat while sending your children to shcools? | |

For teachers

1. why are parents not enrolling their children in schools?
2. do you have training opportunities?
3. are you satisfied with your job?
4. do you have enough facilities in your schools?
5. do you feel any threat from terrorists?
6. how is your relations with your supervisors?

7. do you fully understand the educational policy and its objectives?
8. are you provided training when educational policy change?